



“Show me your way, Lord teach me your paths.” Psalms (25.4)

Knowledge and Understanding of the World – Curriculum Intent

History, Geography, and Design and Technology (DT) are taught through a thematic topic approach at Almondsbury Primary School. This enables pupils to develop their knowledge and understanding of the world. We refer to this as KUW. Over the past year we have updated our KUW overview to further develop a long term plan that ensures a progression of skills and knowledge from Reception to Year 6. Through careful links and regular revisiting, we have produced a new thematic topic curriculum which enables the pupils to learn more and remember more. This will set the pupils up for future success to explore lifelong learning journeys, an element that is central to the Almondsbury Primary School vision of Creating our Pathways.

Our thematic topic teaching is built on developing the pupils’ historical and geographical understanding under the themes of local, regional, national and worldwide significance. Locally we study developments in our immediate area, such as looking at Almondsbury Village and The Severn. Regionally, we explore changes through time in the South West and the contributions of significant Bristolians. Our thematic topics with a national and worldwide theme are designed to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire, in pupils, a curiosity and fascination about the world and its people that will remain with the pupils for the rest of their lives. This will encourage them to make positive choices and to understand their impact as global citizens.

Through linking DT to our thematic topics, pupils are given real-life contexts for learning. We encourage pupils to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. We also aim to make links to design and designers throughout history, providing opportunities for pupils to critically reflect upon and evaluate their designs.

Historical, geographical and technological skills are taught in a progression that builds through the school, allowing for key skills and knowledge to be regularly revisited so it stays with pupils throughout their learning journey. For History, there is a strong emphasis on developing pupils’ understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence. Our curriculum is intended to equip pupils to ask questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements. To develop geographical understanding, pupils regularly use map reading skills as well as being taught to interpret globes, draw their own maps and use symbols. Pupils of all ages are encouraged to develop their investigation ideas and interpret a range of geographical sources as well as undertake fieldwork. Through the DT curriculum, pupils should be inspired by engineers, designers,

chefs and architects to enable them to create a range of structures, mechanisms, textiles and food products which they design, make and evaluate at every stage.

The use of high-quality texts plays a vital role in the design of our KUW curriculum. Each topic is linked to a book, chosen in collaboration with our English team, to give pupils a hook on which to hang their learning. Our reading spine, inspired by our thematic topic overview, is designed to ignite pupils' curiosity about the world in which we live. This, alongside our engaging 'wow' days and many varied educational trips, enriches the learning experiences of the pupils and makes topics memorable, allowing pupils to retain more information which they build on as they move through the school.

We use termly themes which allow pupils to explore topics in more detail, linking their historical, geographical and technological understanding to other curriculum areas such as Science and Art. Pupils are therefore exposed to a thorough and all-encompassing approach to these subjects which engages and inspires their learning.

The curriculum follows set pattern that enables the pupils to revisit prior learning, which enhances their understanding of new concepts. This aids pupils to build their knowledge and understanding further. This can be seen through the curriculum spiral for History, Geography and Design Technology. Here, we can see the links between the learning within a subject and across other subjects. The spiral identifies what the children will learn within each subject and across subjects. These are set out as statements of what we expect the pupils will be able to achieve, know and do by the end of each key phase within school.

Further long and medium term plans have been created which detail this use of prior knowledge and links to next steps of learning. These are used by teacher to plan interesting and engaging learning experiences for all pupils.